

Making the case

The benefits of a trained, qualified workforce for literacy, language and numeracy

Learners across the country are already benefiting from the teaching support they receive from well-trained, confident Maths and English teachers - whether they are on discrete literacy, numeracy or ESOL programmes, or Maths and English embedded in vocational programmes.

'Much has been achieved since the launch of Skills for Life Strategy in 2001: 4.7 million learners have taken up 10.5 million Skills for Life learning opportunities, with more than 1.75 million people gaining a first Skills for Life qualification - for many the first they have ever held' (Foreword to the Professional Development Planning Booklet, QIA 2007)

'Since the start of the Skills for Life Strategy over 5.7 million training courses have been run and 2.8 million people have achieved national qualifications.' By 2008 the 2010 PSA target to improve the LLN skills of 2.25 million people had already been exceeded.

48 per cent of the literacy, numeracy and ESOL teaching workforce are fully qualified for their teaching role (2007-08 data from the LLUK workforce survey: *Teachers of adult literacy, numeracy and ESOL: progress towards a qualified workforce*, LLUK 2009).

However, much still remains to be done; the literacy, numeracy and language skills of adults continue to be a key government priority that can make a major contribution to economic prosperity, social justice and community cohesion.

Ambitious targets to be achieved by 2020 were confirmed in the Government's response to Lord Leitch's review, *World Class Skills: Implementing the Leitch Review of Skills in England*, published in late 2007. The Government's new ambition is that by 2020, 95 per cent of the population of working age will have Functional Literacy and Numeracy skills. We can more than meet this challenge.

The better trained, the more confident and positive our teachers and trainers are, the higher the chances of success.

The refreshed Skills for Life strategy *Changing Lives* (2009) was committed to ensuring we have enough fully trained literacy, ESOL and numeracy teachers to meet increased demand for English and Maths courses. The strategy further commits to growing the capacity of the wider workforce - those who support teaching and learning and those who offer advice, guidance and other support for learners.

Providers involved in the Skills for Life Support Programme and the preceding Skills for Life Improvement Programme have used professional development planning approaches and resources to develop policies, plans and activity and thereby:

- improve learner achievement
- improve the quality of teaching and learning
- improve inspection grades
- increase business and the ability to attract funding and improve productivity and profitability
- lead the field and offer teacher training and CPD

Improving learner achievement

With sound support for English and Maths, learners are likely to do better not only in these skills but also in their vocational work. *'You wouldn't expect a Maths teacher to teach plastering...'* (NRDC, embedding research, 2006 www.nrdc.org.uk/publications)

Two key factors identified in this research were the quality of the teamwork between LLN and vocational teachers and the aspects of teaching and learning that connected LLN and vocational contexts. The presence of trained English and Maths teachers is needed for both these factors to work well.

The interactive Raising Standards Guide

highlights appropriately trained teachers as one of the three elements leading to learners' achievement. (For the updated downloadable versions see <http://sflip.excellencegateway.org.uk/resources/raisingstandardsguides1.aspx>)

Meeting objections in making your case: Have you been told...

'Some of our best trainers don't have qualifications and training for Maths and English.'
or:

'We already have really good Key Skills/Functional Skills results with our current trainers.' ...?

Why not use the examples of the organisations below to make your case?

uke learning is uncompromising in the pursuit of its model for including literacy and numeracy in every programme and employing qualified literacy and numeracy teachers to lead the learning. The benefits are improved confidence and motivation of learners during their vocational programmes, improved retention and success rates, shorter completion times for vocational qualifications because learners have developed stronger skills, greater motivation and good practices.

Sheffield Council Neighbourhoods and Communities team has used a skilled literacy teacher from learndirect to prepare employees in the Home Care team for NVQ Level 2 in Health and Social Care. They have measured the impact on the increased success of learners on the NVQ programme and in their jobs.

Keeping It Simple Training based in North London, has developed its Maths and English teaching and assessment workforce to ensure higher success rates and faster achievement in learners undertaking off-the-job vocational training qualifications in Childcare, Hospitality, Security and Preparation for Work sectors; as well as in those undertaking on-the-job work

based learning.. Michael Ratcliffe, Director of Business Excellence and Business Development at KIS states; "Qualified and motivated staff delivering Skills for Life qualifications have raised the achievement and success rates considerably for learners. It is now common practice for learners to achieve literacy, language, numeracy and ICT qualifications whilst undertaking vocational training."

Improving the quality of teaching and learning

The NRDC study: *The impact of the Skills for Life Strategy on Teachers* (NRDC, 2008) highlighted the growing numbers of teachers developing their skills and confidence in their approach to teaching and learning. For some time the link has been made between teaching quality, teacher qualifications and learner achievement (see for example Darling-Hammond, L (2002) Teacher quality and student achievement Journal of Education Policy Analysis, vol. 8).

Meeting objections in making your case: have you been told...

'Our learners prefer to be taught by the assessors who visit them in the workplace, not specialist Maths and English teachers.'

'The learners don't want to do English and Maths - they want to get on with the training they came to us for in the first place.' ...?

Why not use the examples of the organisations below to help you make your case?

After prioritising workforce development for literacy, language and numeracy, all the training staff at **HMP Bullwood Hall** in the East of England now have Maths and English at Level 2 and all have started teacher training courses. They seek teachers with ESOL qualifications to work with learners who speak English as a second language. Their objective: raising the quality of teaching and learning.

CSM Training, based in the South West, is committed to improving the quality of the teaching and learning in their embedded programmes. They identified staff to become embedding literacy, numeracy and ICT champions and to go forward for specialist training. 'We realised we would need more specialists for numeracy and literacy to work with our assessor-tutors and identify what, how and when we could develop the underpinning literacy and numeracy within the vocational programmes.'

[Chris Wiley, Quality Manager]

Improving inspection grades

The Raising Standards Guides identify, as an indicator of quality in teaching and learning, the way teachers 'show knowledge, technical competence and up-to-date expertise consistent with effective teaching and learning'. (For the updated downloadable versions see <http://sflip.excellencegateway.org.uk/resources/raisingstandardsguides1.aspx>)

Why not use the examples of the organisations below to make your case for professional development planning in your organisation?

Learning World in the West Midlands knew there were many issues to resolve if they were to drive up quality in a new division recently acquired by the organisation. They started work on workforce development for English and Maths; put a plan in place and began to implement it immediately. Within a few months, 57 members of staff had improved their personal Maths and English to Level 2. The swift, focused action paid off and resulted in a raised grade at the following inspection.

The rise in staff confidence about English and Maths means that other colleagues are now also asking to undertake their own L2 English and L2 Maths qualifications. Learning World expects to see positive results in teaching and learning and learner achievements.

Age Concern supported their Ofsted 'Value for Money' and 'Capacity to Improve' goals by developing a national Skills for Life Human Resources Strategy to ensure access to literacy, numeracy and ESOL teachers for both their staff and their learners.

Manchester Work Solutions found the **visual summary of staff qualifications** for English and Maths invaluable when preparing for inspection - 'this was one of the most useful things we did - we produced a summary that we could use for planning training and also for demonstrating evidence of our planning for an external audience.'
[Director, Manchester Work Solutions]

Increasing business and the ability to attract funding and improve productivity and profitability

A number of organisations have found their business increased by being able to offer services to other organisations because they have appropriately qualified teaching staff. They are able to provide teaching services in workplace English (literacy, language) and Maths (numeracy) in partnership with providers who are not currently able to do so.

For instance, in Yorkshire and Humberside the Learning and Skills Council supported events where Train to Gain providers unable to deliver Skills for Life were teamed with those who had specialist staff in order that they might form partnerships for effective delivery.

Meeting objections in making your case: have you been told...

'We can't afford to pay qualified teachers the same as the big colleges do.'

Or 'We'll train them and they'll just go off and work somewhere else.' ...?

Why not use the examples of these organisations to make your case?

Sheffield Trainers has a good record of meeting its targets by providing English and Maths opportunities for all its trainees, and has a long-term strategy for developing a literacy and numeracy specialist teacher to support each of its vocational areas.

KEITs Ltd offers horse care, animal care, business management, floristry and horticulture over a large geographical area. They used to signpost learners with entry level English and Maths needs to other providers. Their goal is to run their own provision. Their approach is to restructure and appoint two literacy and two numeracy teaching champions, to support their training as numeracy and literacy teachers. The benefit will be the ability to support **all** their learners to achieve their vocational qualifications.

Improving productivity and profitability

uke learning works with over 100 clients across London and the South East region.

The organisation's directors are committed to including literacy, language and numeracy into every learning pathway and they take this message with them to the employers they work

with: *'We believe that improving literacy and numeracy adds value to every workforce and can help an employer improve productivity and profitability.'*
[Quality Manager, Business Excellence]

Employers working with uke learning report *'greater self-worth and increased job value, better acquisition of skills needed to progress in work, satisfied employers and customers - improved output, productivity and professionalism.'*

To support an improved learner journey and ensure sustainability of future Skills for Life and Functional Skills contracts, **Dart** in the East Midlands has a training plan for developing the personal English and Maths skills of all their trainer-assessors and identifies English and Maths lead staff to complete Literacy and Numeracy subject specialist Diplomas.